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ABSTRACT

An account is given of a learner-centered workshop in materials and curriculum development for Thai non-formal educators. The rationale for a learner-centered approach, its key characteristics, and the process by which it may be translated into a workshop design is presented. Principles which lie behind a learner-centered approach concern the learner's needs, his perspective, and his active participation in solving problems provoked by the course. In this environment the teacher acts as a facilitator toward the student's achievement of self-reliance and social literacy. The major portion of the paper focuses on the 1975 Thai workshop organized for staff members of community learning centers. The workshop was conducted using the same learner-centered approach that the participants would later use as leaders in their own educational environments. Participants shared in decision making and leadership. The workshop emphasized active learner participation, problem posing orientation, and the development of practical skills and concrete products. Three phases followed the general planning sessions. Phase I, Experiencing, consisted of meetings and small group exercises. Phase II, Reflecting and Analyzing, included a first draft of materials and the development of guidelines. Phase III, Applying, focused on production, try-outs and analysis of materials. Appendices include a number of materials developed by and for the Thai workshop participants. Although geared toward developing nations, these methods are applicable to nonformal education in any environment.)KC)

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LEARNER-CENTERED TRAINING

FOR

LEARNER-CENTERED PROGRAMS:

A Workshop in Materials and Curriculum Development

for Nonformal Educators

SUZANNE KINDERVATTER

Center for International Education
University of Massachusetts, Amherst, Massachusetts

Training Notes Series, No. 1.

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To Pepep and Lou,

co-creators and

sources of inspiration

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TRAINING NOTES SERIES

Training Notes are a series of monographs which highlight training issues in the field of nonformal education. Based on training designs which have been devised and used by Fellows of the Center for International Education in the United States and overseas, the notes discuss significant issues which the authors have encountered in their training experiences.

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A NOTE TO THE READER . . .

Since collaborating on the workshop described in this note, I have many ideas of what to do differently "next time." I am aware of blindspots and gaps, things that didn't even come to mind at the time. For these reasons, I thought twice about putting our process into writing, for others to draw upon. But, for all the imperfections, I and those with whom I worked, believe we created something of significance. Together, we have attempted to take a few faltering steps toward a more humanistic concept of development, through our work in nonformal education. Our workshop is not meant to be a model or finished product; each unique mixture of participants, goals, setting and facilitators, will create unique challenges and problems which shape the workshop process. Our experience represents only a starting point from where others, with similar concerns, may wish to begin. So, in these pages, we share our seeking with you and hope that you, also, will write and share with us.

Suzanne Kindervatter
Amherst, Massachusetts
April, 1976

I. THE SHARED CONCERN

How do the goals of our programs relate to national development goals? How can we design materials and curricula which are interesting and useful for our learners?

As the importance of nonformal education to development efforts gains greater recognition, these questions are asked with increasing urgency by adult and community educators from Quito to Jakarta. Essentially, the dual concerns represent a dissatisfaction with traditional approaches to learning and the search for a new pedagogy. In many cases, classroom models simply have not worked; learners drop out after a few sessions and those that continue often do not carry their classroom learning into their lives.

In response to these problems, some educators have taken a more critical look at the learners in their programs and their own attitudes toward the learners. This examination has resulted in some fundamental realizations: that adults learn differently than children; that learners see their problems and needs differently than do the educators; and that indigenous processes for learning related to real life problems already exist. Based on these realizations, some educators are experimenting with new pedagogies, which may be termed "learner-centered."

Though learner-centered approaches vary, most share some common characteristics, including:

1. Content and objectives based on learners' needs and presented from the learners' perspective;
2. Methods which catalyze active participation and interaction of learners rather than passive information gathering;

3. Materials that provoke and pose problems, rather than provide answers;
4. Teachers who are not teachers, but facilitators; and
5. Learning which is not only cognitive, but also leads to new awarenesses and behaviors in the learners' lives.

For building these components into learning programs, materials and curriculum developers play an important role. The development of learner-centered programs must begin with learner-centered trained staff. This note reviews a training workshop held in Thailand, designed for this purpose.

The workshop was originally created in Indonesia for training community educators; later, it was recreated in Thailand for training adult educators. In both settings, educational planners sought a means to strengthen their program effectiveness and saw a learner-centered orientation as one possible vehicle. The workshop approach assumes that materials and curriculum developers, mostly trained in traditional pedagogy, can best learn to create new learner-centered approaches through experiencing and doing. Thus, the workshop involved participants in a learner-centered process and also enabled them to practice new skills and behaviors.

In reviewing the Thai learner-centered workshop, the note deals with a number of questions related to the approach:

What is the rationale for a learner-centered approach, as related to national development, adult learning, and Thai culture?

What are important characteristics of a learner-centered workshop?

How is a learner-centered philosophy translated into a workshop design and activities?

The note does not attempt to provide definitive answers to these questions, but to share the responses of one group of educators in one particular setting. Just as we collaborated to create our workshop, it is hoped this note will be a collaboration with the reader.

II. WHY A LEARNER-CENTERED APPROACH?

AN EXPANDED CONCEPT OF DEVELOPMENT

In this second development decade, an increasing number of development planners and workers are seriously reconsidering the goals and strategies of present development efforts. Policies based on GNP growth, large-scale industrialization, and the introduction of technology have fallen far short of contributing to a significantly improved standard of living for all groups in a population. In particular, rural and urban poor, long suffering from inadequate housing, health, nutrition, and income, continue to face these deprivations.

Responding to these realities, many concerned with development have rejected goals related to "modernization," or catching up with present Western or socialist models, in favor of goals which emphasize changes in patterns of relationships, in socio-economic structures, and in qualitative aspects of life.

In the West, this perspective is most strongly represented by "development ethicists," such as Denis Goulet, Adam Curle, and Martin Carnoy. Goulet and Curle maintain that the question fundamental to development planning must be: "What are the requirements of the good life and the good society in the modern world?" (Goulet, p. viii). The so-called developed countries, economically affluent but plagued by environmental, social, and psychological problems, fail to adequately answer this question. Goulet views development as a necessarily on-going process in first, second, and third world countries alike:

> . . . a complex series of inter-related change processes, abrupt and gradual, by which a population and all its components move away from patterns of life perceived in some significant way as 'less human' toward alternative patterns perceived as 'more human' (Goulet, p. x).

These less human forces include: nature's servitude; economic backwardness and oppressive technological institutions; unjust class structures and political exploiters; and cultural or psychic alienation. Though many Third World planners recognize the shortcomings of existing developed societies, the lure of these models is great. Carnoy (1973) attributes this lure to the "competitive materialism" of developed nations, which domesticates developing nations to support its own interests. This dependent status is characterized by two forces, "impotence" and "vulnerability," which Goulet (Chapter 2) considers the keys to understanding the experience of underdevelopment.

In the Third World, a growing number of those involved in development have articulated similar perspectives. For them, development planning is viewed as a response to the kinds of problems stated by Goulet, Curle, and Carnoy: the challenge of creating strategies which view national development as a means to an end, rather than an end in itself. This greater end that development should serve is the well-being and full development of all members of a society.

While this goal must be addressed in all development sectors, in education a number of examples stand out as strong responses to an expanded concept of development. Under the leadership of Julius Nyerere, Tanzania is committed to a policy of "education for self-reliance." Nyerere (1968) maintains that "education for self-reliance" must encourage the development in each citizen of three things: "an enquiring mind; an ability to learn from what others do and reject or adapt it to his needs, and a basic confidence in his

own position as a free and equal member of the society who values others and is valued by them for what he does and not what he obtains" (p. 274).

In Thailand, another "human development" task for adult education has been proposed by the Director of the Division of Adult Education, Dr. Kowit Vorapipatana, who bases his ideas on Thai values and culture. For Dr. Kowit, education should promote the development of "khit pen" men and women through the learning of "khit pen" capabilities. "Some people translate 'khit pen' as critical thinking, others as rational thinking, still others as problem-solving. It is, in fact, the combination of all these processes, and more" (Kowit, p. 2).

The philosophy which underlies "khit pen" is rooted in Buddhist beliefs:

> It deals with the way programs view man and the role of education in the improvement of the quality of his life, and begins with the basic assumption that the ultimate goal in life for all men is to reach happiness. Since happiness must be defined by each individual based on his own personal experiences, it requires the broadest definition: the extent to which man and his environment are in harmony (Kowit, p. 2).

Related to Nyerere's view of self-reliance, the overriding characteristic of a "khit pen" man or woman is "insight into himself as the determining force for change in the relationship of himself to his environment . . . which may mean changing his environment and/or making an adjustment within himself" (Kowit, pp. 2-3). In more specific terms, "khit pen" men and women have the ability to:

1. Recognize their own potential for producing changes in their lives;
2. Identify problems and relate them to their causes;
3. Gather information on alternatives;
4. Select the one most acceptable to their own values in relation to the political and social environment;
5. Accept, at least temporarily, a lesser solution, while making way for the solution of their choice;
6. Justify their decisions, at least to themselves; and
7. Accept the consequences of their actions (Kowit, p. 5).

A task, then, of adult and nonformal educators in the Thai context, is to create educational approaches which facilitate the development of these abilities.

THE SEARCH FOR A PEDAGOGY

In promoting qualities such as "self-reliance" or "khit pen," nonformal educators face the great challenge of developing educational processes consistent with these qualities. Learners need to experience opportunities for independence and critical thinking within their learning program in order to use these skills in their daily lives. Toward this aim, most traditional classroom processes have proven inadequate and nonformal educators now seek alternatives, particularly in the form of learner-centered approaches. However, few actual models or tested principles exist for putting learner-centered ideas into action. Two notable exceptions to this gap are the efforts of Brazilian Paulo Freire and of a number of Western adult educators.

In his literacy work in Brazil, Freire developed a process for facilitating not only the development of traditional literacy skills, but also of social literacy: understanding one's environment and acting upon it to bring changes in oppressive forces. This process of "conscientizacao" is based on "praxis," an on-going dynamic of reflection and action, which develops through participation in a cultural circle. A cultural circle consists of a group with one member as facilitator or coordinator; the group meets to discuss issues from the members' lives which have been represented or "encoded" in a visual form, such as a photograph or drawing. The group then "decodes" the representation by considering a series of questions which enable them to examine and name their reality, reflect upon it, and decide what actions they might wish to take. The approach of cultural circles and the process of "encoding

and decoding" have been used or adapted for nonformal education (NFE) programs in Ecuador, Indonesia, Tanzania, and Thailand.

In the West, considerable research and development activities have been conducted in adult education over the past twenty years. One of the leaders of the field is Malcolm Knowles, who, in 1970, proposed a new art and science of helping adults learn: "andragogy." In contrast to pedagogy, andragogy is based on the thesis that adults, as learners, differ from children in certain crucial respects, and, therefore, different approaches are required to help them learn. Knowles' philosophy and ideas have been widely disseminated through books and university programs in adult education. Some of these programs have been attended by Third World nonformal educators who have often carried home some of Knowles' ideas to their own programs.

In a nutshell, Knowles distinguished four characteristics of adult learners, which contrast with children:

1. His/her self-concept moves from one of being a dependent personality toward one of being a self-directing human being;
2. He/she accumulates a growing reservoir of experience that becomes an increasing resource for learning;
3. His/her readiness to learn becomes oriented increasingly to the developmental tasks of his/her social roles; and
4. His/her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly, his/her orientation toward learning shifts from one of subject-centeredness to one of problem-centeredness (Knowles, p. 39).

From these characteristics, Knowles derived "technical implications" and "superior conditions of learning," which are general prescriptions for ways to promote adult learning and effective programming. Basically, Knowles emphasized four important considerations: respect for personality; participation in decision-making; freedom of expression and availability of information; and mutuality of responsibility. Research, most of which has been conducted in the West, validates the importance of these characteristics for effective

adult education programs. At present, therefore, "andragogy" represents principles which are generally considered important for educating adults.

THAI CULTURE AND A LEARNER-CENTERED APPROACH

Learner-centered processes, such as Freire's "conscientizacao" and Knowles' "andragogy," which are proposed as means to promote qualities like self-reliance and "khit pen," assume the active participation of learners in discussion and decision-making. However, since learner-centered processes have been developed and tested essentially in North and South America, the possible cultural bias of these processes must be considered. In particular, the following question needs to be kept in mind:

> Considering Thai, and more generally, Asian values, to what extent can a learner-centered approach be appropriate and effective?

Of course, this question can only be answered through continued field application and analysis. However, further exploration of the issues and factors involved can shed some light on what that answer might be.

Thai culture, like most Asian cultures, is based on hierarchical, dominant-deferent, patterns of human relationships and subtle communication of personal views and feelings. In general, these tendencies may appear to conflict with the active participation fundamental to a learner-centered approach. But, upon deeper examination, these patterns dominate only certain relationships and certain contexts.

In Thailand, deferent, reserved behavior typifies the relationship of a younger toward an older person, or of a person of low status toward a person with higher status. Such relationships characterize institutionalized learning, the formal classroom situation. In the classroom, the teacher is the expert, whom students respect and honor, and quietly obey. A strongly contrast-

ing picture emerges of informal learning through peer interaction. In rural Thailand, for instance, villagers often sit together in the evening, discussing their ideas and problems with animation. City folks who happen to hear such discussions are often surprised at the villagers' depth of understanding of issues and their general perceptiveness.

Designers of NFE programs, then, have two models of interaction to build upon: the formal classroom approach or the indigenous informal discussion group. Since nonformal education attempts to deal with needs and problems related to the learners' lives, the informal discussion model seems a more appropriate base. Learners are already accustomed to analyzing their problems in this context; with some additional structuring, this analytical process may be strengthened and also lead to individual or community action.

In order to strengthen this process, the role of "teacher" is a critical variable. If a teacher behaves in the formal classroom manner, then learners will also assume their formal roles. However, if a teacher acts instead as a facilitator, a catalyst for promoting group interaction, the group will behave more similarly to the informal discussion patterns. Ideally, peer facilitators, without a status higher than the learners, can play this role of catalyst. However, even outside facilitators, with higher status, can be effective. The key factor seems to be the facilitator's own behavior, for "teachers" have been successful in initiating learner-centered processes in Thai functional literacy classes and in university experimental high school classes. The difference in terms of active participation between these classes and traditional adult education and secondary classes is striking.

As a tentative response to the question posed at the beginning of this section, a learner-centered approach may actually reinforce, rather than conflict with, traditional Thai values, particularly values related to communal

involvement and participation. Since learner-centered processes emphasize peer interaction, the processes may enhance systems for group learning which already exist.

These comments represent one perspective on issues related to Asian values and learner-centered education. It is hoped these issues will be further clarified by practitioners and researchers working together to create more effective educational programs.

III. THE WORKSHOP

HOW IT ALL BEGAN

The Thai learner-centered workshop grew from efforts which began in Indonesia in February 1975 when a team of several Indonesians and two Americans, including the author as World Education consultant, created and conducted a workshop for staff members of experimental community learning centers, serving rural adults in five locales around the country. For the workshop, our team faced the task of enabling participants to develop more "appropriate" and "effective" curricula for their programs, which combined vocational and family life education.

Through a collaborative planning process, we discovered our shared commitment to a learner-centered approach. We decided that this approach offered what was needed for the workshop: activities based on the participants' own problems and experience, and the opportunity for participants to observe and take part in new learning processes and techniques which might provide useful alternatives for their programs.

In general, the workshop approach was new to the participants and despite occasional frustrations, they found the emphasis on their own active participation to be stimulating and intensely involving. When we left the rural workshop site after ten days together, facilitators and participants alike felt that our hearts and minds had been touched--in our closeness as a group and in our deeper understanding of the complexity of issues related to adult learning and nonformal education.

After returning to their learning centers, the participants initiated learner-centered practices in their programs, comprehensively in one of the learning centers* and to a lesser degree in the others. Though the "success" of the learner-centered practices at each site was determined by varied factors, particularly the quality of learning center staff members, the workshop seemed to have provided a framework in which the staff members' potential was activated.

Following the Indonesian workshop, a number of adult educators in Thailand heard reports of the proceedings and decided that a similar workshop might be useful to their work. Under the auspices of the Division of Adult Education, Ministry of Education, the workshop was held in July 1975 for members of the Division in Bangkok, Regional Adult Education Staff, Adult Education Teacher Supervisors, and representatives of several other Divisions in the Ministry. Though the Division coordinates many adult education activities, such as village newspaper reading centers, vocational training, and an internationally known functional literacy program, the workshop focused on the development of materials and curricula for the "life experience" components of the post-literacy school equivalency programs, open to rural and urban learners throughout Thailand.

MAJOR COMPONENTS OF A LEARNER-CENTERED APPROACH

With the Indonesian workshop in mind, several members of the Thai Division of Adult Education and the author, again as consultant, worked collabora-

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*This program, based on highly autonomous local facilitators and radio listening groups, continues to operate under full steam at the time of this note's publication. The effectiveness of the program is a result of the dedication and talents of the three staff members and their faith in the village facilitators, who have also contributed their dedication and talents.

tively to develop a new workshop design based on specific concerns related to the Thai programs. Fundamentally, our planning was an attempt to translate general learner-centered principles into specific program actions. Though learner-centered approaches commonly emphasize building programs based on learners' perspectives and needs, and promoting active learner participation, these emphases take different forms in different programs.

As a preface to the Thai workshop proceedings, this section highlights the major learner-centered components of the workshop, which the planners believed were most important.

Shared Decision-Making on Workshop Objectives and Activities

The workshop was designed by a "planning committee," who maintained responsibility throughout the workshop for planning and revising the schedule and activities. In their planning, the committee scheduled only two days of activities, to be followed by a meeting with participants to plan the remainder of the workshop. Participants' needs were also considered through small group meetings between participants, the consultant, and a member of the planning committee before the workshop began. These meetings opened the channels of dialogue concerning expectations and helped those who did not know each other become better acquainted. The list of expectations from the group meeting was compiled and distributed to facilitators and participants. The list provided a check for the planning committee in terms of what to emphasize in various activities and for the participants in terms of assessing how well their goals were being met.

Shared Leadership

Throughout the workshop, leadership responsibilities were shared by members of the planning committee. In the planning process preceding the workshop, the consultant served as a facilitator--a catalyst--for involving the Thai planners in exploring alternatives for the workshop, experiencing and creating activities, and preparing themselves for leadership of the actual workshop process. During the planning period, all the activities to be used in the first two days of the workshop were tried out, analyzed, and adapted for the Thai context. When the workshop was in progress, the Thai planners shared the tasks of facilitating the activities and of administration, and the consultant acted as a co-facilitator and resource person.

Learning by Doing

In their formal training, most adult and community educators have learned that out-of-school adult education is different from schooling. Because of the differences, training programs for nonformal educators rightly emphasize the inappropriateness of traditional classroom models for adult learning. Ironically, though, many educators learn the importance of these concepts through the processes common to schooling: teacher-prescribed curricula; book learning; lectures; and teacher-evaluated tests. When they become involved in actual nonformal activities, these educators discover that how they have learned has a greater effect on their behavior than what they have learned.

In this workshop, we assumed that educators can best learn to create new learner-centered programs by actually experiencing and participating in learner-centered processes themselves. The workshop process was based on

three phases designed to enable the participants to learn from their own experiences: Phase I--Experiencing; Phase II--Reflecting and Analyzing; and Phase III--Applying.

Conducting an experientially-based workshop with participants who are products of the traditional educational system can be a frustrating and difficult experience. At times the group seemed to be floundering or impatient, but rather than resorting to the temptation of "giving the answers" or "deciding for the group," we, as planners, reminded ourselves that:

> When adult students are first exposed to a learning environment in which they are treated with respect, are involved in mutual inquiry with the teacher, and are given responsibility for their own learning, the usual reaction is one of shock and disorganization. Adults typically are not prepared for self-directed learning; they need to go through a process of reorientation to learning as adults--to learn new ways of learning (Knowles, p. 40).

Emphasis on Active Learner Participation

During most of the workshop, learners worked in small groups, discussing, analyzing, and producing. Plenary sessions provided opportunities for small groups to share their insights or activities, so that learning took place among participants rather than between the facilitators and participants. The opportunity for participants to draw upon their own experience and to actively contribute to ideas and products heightened their involvement.

Problem-Posing Orientation

Rather than providing answers, the workshop involved participants in experiences and supplied resources which enabled them to define their own solutions. The workshop asked the basic question: What educational approaches can best promote the development of the "khit pen" capabilities? Participants worked on their own responses to this question in the three phases mentioned

earlier: (1) involvement in a variety of activities designed to provoke thought about principles of effective adult education; (2) reflection and consolidation of learning from the activities through the development of guidelines for curriculum development; and (3) production of learning materials based on these guidelines. All of us--facilitators and participants alike--joined in this process of mutual problem-solving: sharing, challenging, and supporting one another's efforts.

Development of Practical Skills and Concrete Products

The workshop enabled participants to develop skills and tools which could be applied after the workshop. As a means to consolidate the activities in relation to adult learning, participants produced their own "guidelines for materials development." A number of the exercises developed for the workshop, such as the role play, can be used in other training situations. In developing learning materials, participants learned and applied a materials development process and actually developed and field-tested a learning "packet." These skills and products were directly related to the participants' job tasks, thus meeting their needs for improving their own competencies.

WORKSHOP PROCEEDINGS: AN OVERVIEW

In the workshop, two levels of learning activity took place. First, the members of the planning committee developed new skills in workshop development and in group facilitation. Second, participants in the workshop, as a group, explored concepts of adult education and translated these into action in developing new learning materials.

The framework in which this learning occurred is represented by the

following schedule, organized according to four stages of activities: Workshop Planning; Phase I--Experiencing; Phase II--Reflecting and Analyzing; and Phase III--Applying. These stages are discussed in detail in the following sections.

WORKSHOP SCHEDULE

Workshop Planning	JUNE 24-28 Workshop Planning and Preparation
Phase I: Experiencing	SUNDAY, JUNE 29 Meetings with Participants to Discuss Workshop Expectations Workshop Opening Small Group Exercises MONDAY, JUNE 30 Small Group Exercises
Phase II: Reflecting and Analyzing	Completion of Reflection Questionnaire Discussion of First Draft of Materials Development of Guidelines TUESDAY, JULY 1 Revision of Guidelines by Production Groups
Phase III: Applying	Production Group Work on Materials Development WEDNESDAY, JULY 2 Continuation of Production Group Work Materials Try-outs by Two Groups THURSDAY, JULY 3 Materials Try-out by Third Group Group Reports to Plenary Session Analyzing Try-outs Workshop Closing

WORKSHOP PLANNING (JUNE 24-29)

Workshop planning was undertaken via collaborative process as a means to enable the planners to develop skills in workshop development and to adapt the principles of a learner-centered approach to the Thai cultural context.

This process began even before the members of the planning committee all met together in Bangkok. Preceding the group planning, two members of the Thai Division of Adult Education read the report of the Indonesian workshop and developed a rationale for a workshop for their Division. In their statement of rationale, the members defined the workshop as a "challenge" to confront staff members' assumptions related to: learner needs and capabilities; promoting active participation in adult education classes; and the appropriateness of the Division materials for the learners served. Before arriving in Thailand, the consultant received a copy of this rationale and prepared a list of possible exercises related to these concerns.

The planning committee, which assembled in one of the rooms of the Division on June 24, consisted of seven members of the Division, or related to the Division, and the World Education consultant. Throughout the workshop, six members of the Division team and the consultant shared different leadership roles, such as leading exercises and preparing materials for distribution. Actually, these roles were more major than originally expected because the seventh team member, designated as co-facilitator with the consultant, was unable to attend the workshop due to a family situation.

During the four and a half days of planning (three and a half in Bangkok and one in Chiengmai), the planners had valuable practice in workshop development. This practice included completing the following tasks which are particularly important to workshop design when some ideas and approaches are

adapted from a different culture: defining the workshop purpose and objectives; selecting, trying-out, and adapting exercises; preparing for workshop leadership; preparing and translating workshop materials; and creating a sequence of activities for the workshop program.

Defining the Purpose of the Workshop

The committee decided that the purpose of the workshop would be: (1) to involve participants in examining personal and programmatic assumptions which affect the development of "khit pen" capabilities; and (2) based on this examination, to revise and develop materials for the "life experience" components of Level 3 and 4 (continuing education/school equivalency) programs.

Selecting, Trying-out, and Adapting Workshop Exercises

In the second day of planning meetings, the consultant described six experiential exercises which seemed to have promise for "challenging" the kinds of assumptions that had been identified. The committee decided to "rehearse" them all; on the basis of the rehearsals, four exercises were selected for the workshop and prepared in Thai.

The try-outs were done with small groups of recruits and volunteers from the Division and were conducted in a mixture of Thai and English. Written materials, however, were only available in English; after the try-outs, there was not time to again rehearse the activities using the Thai translations. The purposes of the try-outs were: (1) to "test" the activities for their appropriateness to the Division's concerns and to the Thai context; and (2) to prepare different committee members to facilitate the activities, which would be conducted in Thai at the workshop.

The committee also developed a process for discussing and analyzing the activities, consisting of four steps:

1. Experience
2. Analysis
3. Why was this an effective learning experience for you personally?
4. What can we learn about our role as adult educators and/or about principles of adult education through this activity?

These steps served as guidelines for each committee member who facilitated an activity.

Preparing for Workshop Leadership

During the exercise try-outs, different members of the planning committee were designated to lead the different exercises. However, it was assumed that overall coordination and direction would be provided by the co-facilitator, who was the senior member of the group. When he was unable to attend the workshop, the committee, rather than a single individual, attempted to provide this coordination. While this gave the planners valuable experience, the status differences between some of the planners and workshop participants presented occasional problems.

Preparing and Translating Workshop Materials

In addition to the materials for the group exercises, a number of handouts which appeared potentially useful for the participants were prepared. These included:

Ideas for Materials, Learning Activities, and Learning Resources;
Checklist of Characteristics of "Materials that Motivate;"
A Process for Specifying Objectives; and
Developing Helpful Behavior in Groups.

Creating a Sequence of Activities for the Workshop Program

The committee designed the workshop to include three phases:

Phase I: Activities to "challenge" participants' assumptions (experiencing).
Phase II: Reflection on the activities and the development of guidelines for curricula/materials development (reflecting and analyzing).
Phase III: Use of the guidelines for revising materials, producing materials, developing training programs, etc. (applying).

The third phase was intentionally left undefined to enable the participants to decide what would be most useful to them on the basis of their experiences in Phases I and II.

Participants considered Phase III on the second evening of the workshop during an unstructured discussion, and suggested a number of options for the remaining three days. Unfortunately, however, the group could not come to a decision, for reasons including the leadership issues already mentioned and the absence of a clear structure and process for making the decision. Therefore, the planning committee took the participants' suggestions under advisement and decided themselves on the remaining workshop activities.

PHASE I: EXPERIENCING (JUNE 29-30)

Most of the workshop sessions took place in the Northern Adult Education Center compound, on the outskirts of Chiengmai. For our plenary meetings, we assembled in a large, open-walled hall covered by a tin roof, and the small groups met either outside or in a classroom in one of the Center's long, low wooden buildings.

Meetings with Participants to Discuss Workshop Expectations

Before the formal workshop opening on Sunday afternoon, the consultant and a member of the planning committee met with the thirty workshop participants in four small group sessions of about an hour each. In these sessions, participants sketched their personal work background and specified what events and results would make the workshop a significant experience for them. Opinions about these "results" covered twenty-seven different possibilities, such as: learning how to teach adults; learning how to improve materials; learning how to train teachers so that they will really develop new behaviors and attitudes for teaching adults; knowing how to coach people to be "khit pen;" ideas for better communication between villagers and educators; and people listening to each other.

During the small group discussions, the consultant and planning committee member also shared their expectations of the workshop and distributed a rough schedule of the five-day program, which listed the first two days' activities and the general framework of the three-phase process.

These sessions were an important beginning for a learner-centered workshop. First, we all became "people" to one another, with different experiences as well as different and shared ideas. This was particularly valuable for the

Thai participants who were not members of the Division of Adult Education and for the consultant's relationship with the participants. The meetings helped dispel the mystique of the consultant as "expert," and instead set a tone for more collaborative interaction. Second, the participants clarified their expectations of what they hoped to gain from the workshop and, to some extent, adjusted these expectations to the workshop possibilities outlined by the planning committee member. Third, the planning committee also gained information which helped them to adjust the workshop to the participants' expectations. Based on the recorded list of expectations, the planners and exercise facilitators chose to emphasize certain foci and de-emphasize others. This dialogical process for clarifying the workshop objectives enabled the participants, as well as the facilitators, to feel that the workshop was based on their ideas and needs.

Small Group Exercises

The Director of the Division of Adult Education opened the workshop at 1:30 Sunday afternoon, after which we moved immediately into the first phase of "experiencing" (all activities were conducted in Thai, with informal translation provided for the consultant).

This two-day phase included five experiential exercises, designed to "challenge" the participants to consider variables and issues related to adult learning:

Motivation and different learning processes;
Group dynamics;
Attitudes toward the learners;
The learners as a different culture;
Styles of teaching and styles of facilitating;
Methods for promoting discussion; and
Understanding and responding to learners' needs.

The exercises did not have predetermined "answers" related to the above

areas, but provided a framework for participants to experience an active learning process and to identify for themselves the relevance of this experience to adult education. For determining this relevance, the discussion following each exercise was of crucial importance. Generally, the facilitator of each exercise followed the four steps created by the planning committee for conducting the activities:

Small groups	1. Experience
Whole groups	2. Analysis: What happened during the exercise?
	3. Why was this an effective learning experience for you personally?
	4. What can we learn about our role as adult educators and/or principles of adult learning through this exercise?

Responses to question number four were recorded on newsprint on the wall to aid participants in "reflecting" in Phase II.

Three of the exercises used in the workshop are summarized below:

"Asawin," a Values Story (see Appendix A)

This exercise involved participants in evaluating the behaviors of a number of characters in a story presented in written form. In the exercise, each small group had to reach consensus on their rating of the individuals in the story, a cask which promoted intense, lively discussion based on the participants' own value positions. After the exercise, the whole group reassembled and "brainstormed" what they had learned about adult education from the exercise. Ideas included: the importance of relating content to the learners' own lives; that a group can function and learn without an official facilitator or teacher; and the value of a problem-posing situation for promoting discussion.

"Building Outhouses in Ja Yaw Maw Village:" A Role Play (see Appendix B)

This role play was designed by members of the Division during the planning process to raise issues related to the conflict of needs felt by villagers and needs as perceived by a development worker. Those who volunteered to participate quickly and adeptly assumed their roles, and created a full evening of humorous, as well as thought-provoking, fun. After the role play, though everyone was tired, a lengthy discussion related to the roles of development workers ensued. Though no conclusions were reached, many valuable issues were raised.

Try-out of Learning Materials (see Appendix C)

The last exercise in Phase I was small group try-outs of a number of learning materials used in the Division's programs. Planners included this activity to enable the participants to experience, in mock form, the same learning process as the adult learners and to assess the effectiveness of that experience for their own learning.

For analyzing the exercise, the planning committee had written a list of ten questions for consideration, handed out to each small group as guidelines for a report they were to present to the plenary:

Questions for Materials Try-outs

1. What was the role of the teacher?
2. What were the roles of the learners?
3. What kind of human relationship existed between the teacher and learners?
4. How did the teacher/learners feel during the lesson?
5. What helped you to be actively involved in this lesson?
6. What inhibited you from being more actively involved?
7. What would you identify as strengths of the lesson?
8. What would you identify as the weaknesses?
9. How could this lesson be improved?
10. State one important principle related to adult education that you learned from this activity.

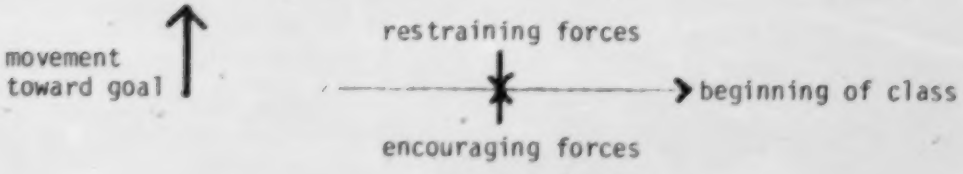
However, a number of the participants did not feel comfortable with these questions; they explained that since the session had been only "mock," an analysis would not be valid. During a break, a few members of the planning committee met to discuss the situation. To some extent, the planners thought participants might be avoiding the analysis since some of them had been involved in the original development of the materials. With this in mind, the planners decided to select another, more indirect method for stimulating analysis.

The method selected was a "force field" analysis, a simple procedure in which a goal is stated and the forces which "restrain" and "encourage" the reaching of the goal are identified through "brainstorming." The "force field" is particularly useful because it provides a useful list of factors which strengthen and inhibit goal accomplishment. Reaching a goal can be facilitated by strengthening the list of "encouraging forces" and removing the list of "restraining forces." The "force field" analysis of the materials try-out

and the principles of adult education identified through the exercise are presented below.

Results of Force Field Analysis of Materials Try-out

Goal: To promote active participation and critical thinking in learners.



Encouraging forces

1. Good environment
2. A challenge set
3. Issues to make trainers think
4. Interesting, fun
5. Breaking into small groups gave everyone a chance to talk
6. Exchanging ideas
7. Stimulating

Restraining forces

1. Content not relevant; not interesting
2. Language not clear
3. Issues far from learners
4. Teacher talked too much
5. Teacher controlled
6. Time too short for full discussion
7. Teachers asked questions of specific learners
8. Teacher controlled the time
9. Lacked information, experience
10. Had to act like a student
11. Lesson was repetitious

Principles of Adult Education Identified

1. Content must be related to local situation and meet local needs.
2. Materials should be interesting--make use of case studies or stories instead of a lot of questions.
3. Content must have value and be challenging.
4. Issues and problems should promote thinking and discussion.
5. Language should be clear.

In a day and a half, the five exercises catalyzed rich discussion among the participants related to processes of learning and adult education. However, for those who had not previously experienced alternatives to the classroom model, the jump from analyzing personal experience to identifying principles of adult education was too great. In the discussion following each exercise, more time should have been spent on examining what had happened:

What was the role of the teacher?
What was the role of the participants?
What did you learn?
What materials were used? How were they used? What effect did they have on the participants?
How did you feel during the exercise?
What did you like about the exercise?
What didn't you like?
Who did you learn from during the exercise?
How is this different from other learning situations in which you've been involved?
What would happen if you used this exercise with the rural adult learners?

Such questions might better have enabled the participants to bridge the gap between personal experiencing and generalizing to adult education. Also, Phase I could have included a great number of exercises to raise more issues and to reinforce issues raised.

PHASE II: REFLECTING AND ANALYZING (JUNE 30-JULY 1)

The purpose of Phase II was to develop a list of guidelines for developing "life experience" materials and curricula based on the participants' experiences in Phase I (as well as experiences prior to the workshop). To facilitate this process, members of the planning committee had prepared a framework for analysis, entitled "Guidelines for Reflection" (see Appendix E).

Following the materials try-out exercise, each participant was given a copy of the "Guidelines" to facilitate analysis of the experience. After all the responses had been turned in, members of the planning committee performed the amazing feat of consolidating, typing, and reproducing all the information for the evening meeting at 7:30.*

In this meeting, planners and participants faced the question of "What do we want to do during the rest of the workshop?" For the planners, opening this decision to the participants seemed an effective means for assuring that the workshop activities were based on their needs. However, all did not go as planned. During the meeting, the guidelines and alternative workshop activities were discussed in a free-flowing interchange. Members of the group suggested a variety of possibilities: dividing into groups to work on revision of the guidelines; developing materials; developing training designs; and revising the guidelines, then developing materials. But the group could not decide among these alternatives.

Many explanations probably exist for what happened, so the author's interpretation is at best tentative. For the most part, members of the group had had limited experience in participatory decision-making. In the meeting,

*Following the workshop, the guidelines were further revised and refined by the Division. The guidelines are not included in this report: readers and their groups are challenged to create their own, appropriate for their own unique context.

they experienced an unstructured situation for which they had not been adequately prepared. Considering the usual patterns and roles in decision-making, we planners probably expected too much of the participants without providing enough support. The discussion lacked a designated leader, clear structure, and process for decision-making, all of which created confusion for the participants. However, this confusion did have a positive side as well. During the meeting, most participants spoke out and people listened to one another. And, a number of participants left the meeting wondering about the advantages and disadvantages of different decision-making styles.

A more effective alternative for involving the participants in decision-making may have been to divide them into small groups, each of which would present a proposal. Then, the proposals could be considered, revised, and decided upon by the whole group or representatives of each small group serving as an ad hoc planning committee.

In any case, since no decision was reached during the evening meeting, the matter was referred to the planning committee which met at breakfast the next morning. With little, if any, disagreement, we decided to devote the morning to revision of the guidelines by dividing the participants into three "production" groups, and then to begin the materials development process in the afternoon.

The three groups worked diligently all morning and completed the guidelines revision before noon. Members of the planning committee again typed and reproduced the revised guidelines and distributed them to participants later in the day for use in Phase III.

PHASE III: APPLYING (JULY 1-3)

In the last phase of the workshop, the three production groups were challenged to create learning materials which met some of the criteria of the guidelines. To initiate this process, the consultant prepared a brief outline of steps for the groups to attempt to follow (the outline was presented orally in Thai and a written copy was distributed to each participant). Though the seven steps could not be completed during the workshop due to time constraints, they were as follows:

Materials Development Process

1. What are our assumptions about the learner? What the learner knows and needs to know; how he/she learns.
2. What is the lesson content?
   a. Topic (or problem)
   b. General objective
   c. Specific objectives
3. What type(s) of materials will be used?
   a. What are the alternatives?
   b. Which alternatives are most appropriate for: the learner; the processes you would like to promote in the class; the specific objectives?
4. Development of the material:
   a. Production
   b. Planning the method of use
   c. Planning the evaluation technique
5. Materials "Try-out"
   a. "Practice teach" using materials
   b. Observers watch practice session (using principles as guidelines
   c. Discussion of how to strengthen materials
6. Revision of material(s) based on discussion
7. Final production of materials

Following the brief presentation of the steps, each group met to begin the materials development process. Initially, the groups used most of their time to identify the topic or problem for their lessons, drawing on a survey that had been conducted for the Division. The lessons were to be developed for the "life experience" component of the continuing education/school equivalency programs.

By the following afternoon, two groups had completed their lessons and had conducted a try-out with learners from the Northern Adult Education Center; the third group conducted their try-out on the following morning. Originally, the groups had planned to watch each other's try-outs and to revise their materials after the try-outs; because the workshop ended earlier than expected, this was not possible.

The three materials created by the groups focused on the topics of saving money, use of drugs, and electing a representative (see Appendix F). Each of the materials emphasized discussion, including a discussion stimulator and supporting informational materials. To some degree, each of the groups incorporated methods supportive of a learner-centered process, such as: use of open-ended pictures for discussion, structuring the session so that new information introduced could be used for problem-solving and application; relating the content to the learners' own experience; and building in feedback from the learners. However, practices such as teacher dominance through lecturing and presenting the subject matter from the perspective of the teacher rather than the learner were also present.

After the try-outs, each group analyzed their session using the following questions and presented their analysis to the other groups.

Questions for Small Groups to Use in Analyzing and Reporting on Materials Try-outs

1. What issue(s) did your group choose--and why?
2. How did you use the guidelines?
3. How did you decide on your specific objectives?
4. What materials did you consider? Which did you select and why?
5. What method(s) did you plan for the teacher to use?
6. What types of observation techniques and instruments did you prepare?
7. Describe what happened in the class.
8. What did you learn from the try-outs?
9. What are the strengths and weaknesses of the material you developed?
10. How can you improve the material?

Following these reports, the Director of the Division of Adult Education formally closed the workshop, enumerating the following as the most important results:

(1) Introduction to a philosophy which can be applied for Continuing Education;

(2) Clarification and development of skills which can be improved upon in the future;

(3) The guidelines for curriculum/materials development; and

(4) Practice in applying the guidelines to materials development and the production of three kinds of lessons.

Assessing the learning in a workshop of this kind is a difficult task, particularly when one considers the time constraints within which we worked. Old behaviors and ideas resist change and such a workshop may have only a small effect in chipping away at this resistance. However, such a workshop may plant a seed, a seed which grows to fruition long after the planners have gone.

IV. MAKING IT WORK

Up to this point, this note has considered the rationale for a learner-centered approach, its important components, and what that means for a materials and curriculum development workshop. However, beyond this essential understanding of the approach are structural and procedural factors which seem to help or hinder "making it work." In conclusion, the author would like to summarize some of these factors, based on her experience in the Thai workshop and in other learner-centered workshops and programs. As with all that has already been presented, these suggestions represent a sharing of ideas, not a list of prescriptions.

1. Select a facilitator or co-facilitators with a thorough understanding of a learner-centered approach to coordinate the workshop. While different individuals can facilitate different exercises and workshop segments, someone is needed when the process bogs down and to help tie the workshop together.

2. Allow enough time. Ideally, a workshop like the one discussed in this note should take at least eight days. In this time period, more exercises could be used in Phase I and discussion could be more thorough. In addition, a longer workshop would enable participants to go through the materials development process step-by-step and also to try-out a variety of materials.

3. Use simple exercises. The more complex the exercise, the more participants will become involved in the exercise's content and the more they will experience difficulty in shifting to analysis.

4. Provide supports which help the participants to involve themselves in discussion and decision-making. Facilitators face the same challenge with participants as they face with their adult learners: how to promote new behaviors--new at least in an educational setting. The transition from old behaviors to new requires a sequence of experiences which promote the new behavior.

5. Do meet with participants to clarify expectations. Beginning the workshop with some process for sharing expectations and ideas for objectives is important for creating an atmosphere of mutuality.

6. Do try-out exercises before the workshop. Whether the exercises are adapted from another source or created by the planners, they are different on the drawing board than in practice. Try-out, revise--and the results in the workshop will probably be better.

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APPENDIX A

ASAWIN, A VALUES STORY*

Purpose: To begin a workshop with an activity which actively involves the participants in learning by doing and analyzing their experience.
To present the idea that active learner involvement helps increase learner interest and motivation.
To help participants analyze a technique which involves learners actively and gives them control over their own learning.
To enable participants to observe how a facilitator functions.

Procedure: Each participant reads the story "Asawin" individually and ranks the characters from least to most moral. Participants then meet in small groups of about six members and must reach group consensus on the ranking. Group results are reported and a discussion is held to analyze the exercise in terms of motivation and methodology. The actual results of the rankings may be interesting, but the real purpose of the exercise lies in involving participants in analyzing the process they have experienced.

Discussion: The facilitator can lead the participants through the four stages developed during the planning of the Thai workshop: experience; analysis; personal significance; and identification of important

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*"Asawin" was adapted from the "Alligator River" story (See Sidney Simon et al., Values Clarification, p. 290).

principles related to adult education and/or the role of adult education. For the last category, ideas can be generated through "brainstorming" and recorded on newsprint on the wall.

The Story of Asawin

Once there was a girl named Welai who was in love with a boy named Asawin. Asawin had an unfortunate accident and broke his glasses. Welai, being a true friend, volunteered to take them to be repaired. But the repair shop was across the river and during a flash flood the bridge was washed away. Poor Asawin could see nothing without his glasses, so Welai was desperate to get across the river to the repair shop. While she was standing faultlessly on the bank of the river, clutching the broken glasses in her hands, a boy named Daeng went by in a rowboat.

She asked Daeng if he would take her across. He agreed to on condition that while she was having the glasses repaired, she would go to a nearby store and steal a transistor radio that he had been wanting. Welai refused to do this and went to see a friend named Somchart who had a boat.

When Welai told Somchart her problem, he said he was too busy to help her out and didn't want to be involved. Welai, feeling that she had no other choice, returned to Daeng and told him she would agree to his plan.

When Welai returned the repaired glasses to Asawin, she told him what she had had to do. Asawin was appalled at what she had done and told her he never wanted to see her again.

Welai, upset, turned to Santi with her tale of woe. Santi was so sorry for Welai that he promised her he would get even with Asawin. They went to the school playground where Asawin was playing football and Welai watched happily while Santi beat up Asawin and broke his glasses again.

APPENDIX B

"BUILDING OUTHOUSES AT JA YAW MAW VILLAGE:" A ROLE PLAY
(This role play was developed and written by a number of the Thai planners, with major input and leadership from Mr. Manope. It was translated from the Thai by Mr. Lou Setti.)

Purpose: To raise issues related to outside development agents working in villages, particularly the issue of developing programs/projects based on real needs identified by the villagers vs. needs identified by outside agents (including government policy).

Procedure/
Discussion: For the role play, participants are chosen to assume the assigned roles and then follow the directions included below. Other participants watch the "play;" discussion follows to analyze the activity in terms of its significance for real life development programs.

Events/Implementation

Scene #1

Khru (teacher) Mustafa is a walking teacher who works in Ja Yaw Maw village. Having surveyed the village's development problems, he finds that one such problem is that there should be outhouses for the people to use. There is not one in the whole village. This is a cause of diarrhea, and, sometimes, of cholera. Mustafa thinks that in the beginning there should, at least, be one at the mosque to serve as an example. So, he decides to visit the Emum (Islamic religious leader), a good-hearted individual, one who has sup-

ported development efforts and is respected and trusted by the villagers.

(Mustafa chats with the Emum at the latter's house.)

Scene #2

The Emum likes what Mustafa proposes and takes him to talk with the village headman and the Tambon (subdistrict) leader on Ramad day at the mosque. The three men agree that they should bring this matter up for consideration at a meeting of the Tambon Council.

(Mustafa, the Emum, village headman, and Tambon leader talk.)

Scene #3

The Tambon Council meets. They discuss the matter of the outhouses and come to consensus on whether or not it would be good to build some and, if so, whether or not it would be best to first build one at the mosque to serve as an example.

(The Tambon leader presides at the Tambon Council meeting.)

Building Outhouses at Ja Yaw Maw Village

The General Situation

An event in a province in Southern Thailand. A walking teacher in the adult education program--functional education program--named Mustafa has just completed his orientation course at the regional education office, Region 2, Yala. He is sent to work in Ja Yaw Maw village and tries to carry out development programs to the best of his ability. Mustafa visits the people in that village, Thai Muslim people. He inquires about their problems, needs, and the help they require. He finds that the Thai Muslim villagers there have no outhouses. They merely relieve themselves in the woods and among the rubber

trees. They have done this for who knows how many centuries because they feel that it is a sin to relieve themselves in the same place others have. For this reason, the village has no outhouses. This in turn is the reason why these villagers tend to have diseases related to unclean food, often even cholera. Mustafa feels if this problem can be solved, the people will benefit significantly so he decides to go see the Kamnan, village head, and Emum--people who have a lot of influence in the village--and try to get their help.

The Roles

Role of Teacher, Mustafa. Khru (teacher) Mustafa is a Thai Muslim born in that area (i.e., the South). He was educated by the province (i.e., government) and graduated with a post-secondary teacher's certificate. At present, he is 24, unmarried and interested in village development. When he heard the government was accepting applications from people who wanted to be "walking teachers," he applied. He entered training at the Region 2 (Yala) Education office and recently completed the course. He was sent to perform his duties in the Ja Yaw Maw village area. Since he was really committed to village development, Mustafa did his best in his job. He surveyed the situation to determine the village's problems. He found that the people of Ja Yaw Maw village had no outhouses so he thought he would correct this. But he had to find people to help, that is, the Kamnan (subdistrict head), the village head and the Emum (Islamic religious leader). These three people were well-known in the area and Mustafa himself knew them personally.

Role of Parisa. A rich person, young, modern outlook, accepting/likes change; has good knowledge about public health and is always ready to support improvements in this area.

1. Young, modern outlook, likes change;
2. Good knowledge about public health matters.

Role of Nosachalaw. 24 years old, well educated; likes to work for the benefit of the community; head of village women's group. She is determined to work for the rights of women and will challenge anything for that goal; she is especially supportive of education for women.

1. Well-educated;
2. Likes to work for the community's benefit;
3. Head of women's group so goes all out for women's causes;
4. Especially encourages women's education programs.

Role of Kamnan (subdistrict head). The Kamnan's name is Yuso. He's 52 and fairly well-off. He's cautious in his work. He's always concerned about doing the wrong thing. But he likes others to look to him. He will help with work if others let him lead.

1. He thinks he is the most powerful person in the village;
2. He thinks that Mustafa is a kid in the village;
3. He fears the project will go against tradition.

Role of Wey-i-mae. Wey-i-mae is a farmer, 63 years old. Traditional, he holds fast to tradition and does not agree with change or new things. If a person presents a new idea, he will argue fiercely against it, by strong reference to customs and traditions.

1. Traditional, strict adherence to custom;
2. Resists/opposes new ideas;
3. Looks at developers as destroyers.

Role of Village Head. A young man; good initiative; educated through grade 10. Intelligent, but hot-headed and easily discouraged. If he decides to do something, but is unable to, he gets angry and forgets about it. Doesn't make it easy for others to cooperate.

1. Wants to develop the village;
2. Works diligently;
3. Hot-headed.

Role of Musaman. Progressive/modern outlook; farmer; likes to work for the community and prefers to see people cooperate rather than work on their

own. He supports efforts that bring benefit to the community and the farmers. Feels other development work is better, e.g., making a road, building a water system, or purchasing a tractor.

1. Progressive farmer;
2. Likes to work together with others on road-making projects, etc.

Role of Sima. A strong-minded 58 year-old mother. Opposes new ideas and changes. Holds traditions and custom in great respect. Because of the fact that her husband has a lot of power and is a person who is very well off--he owns a big rubber plantation in the village--people hold her in awe (fear her) and so she has been elected to the subdistrict council.

1. Upholder of tradition, customs;
2. Strong-minded housewife;
3. Doesn't like to see women break with tradition/custom.

Role of the Emum. About the same generation as the Kamnan; 53 years old; owner of the largest rubber plantation in the village, very rich; is kind and generous.

APPENDIX C

TRY-OUT OF LEARNING MATERIALS

Purpose: To analyze materials already in use in an adult education program in terms of their effectiveness for adult learners.

Procedure: Two groups form, and each conducts a mock class using a lesson (see "Population Growth in Thailand"). A facilitator is chosen from among group members and other participants act as learners.

Discussion: The materials and session may be analyzed in a variety of ways: "brainstorming" strengths and weaknesses; revising the material and teaching again; using a list of questions (see p. 32); or through a force field analysis (see p. 33).

APPENDIX D

POPULATION GROWTH IN THAILAND (TEACHER'S COPY)

Issue

What is the effect of population growth in Thailand?

Information

1. Growth rate of Thai population is 3%.

2. Having long intervals between pregnancies would decrease numbers of children. At the same time, the mothers would have fewer responsibilities. Capital saving would also be increased which would result in more production of human resources.

3. Slow growth rate decreases yearly budget in education, health, and social services to 267 million baht.

4. It decreases the rates of unemployment, youth delinquency, and crimes.

5. It decreases the amount of garbage being disposed and also traffic.

Objectives

1. The students are informed of the growth rate of Thai population.

2. The students consider advantages and disadvantages of the growth rate.

3. The students think of their preferable situations, and the process they want to follow in order to acquire such situations.

4. The students discuss and make a report to the class.

Suggestions on Teaching Technique

1. Read the facts and discuss the issue.

2. Divide students into small groups. Let them discuss advantages and disadvantages of the growth rate of the Thai population. The students have a discussion, and discuss the process they would follow to fulfill their decision.

3. Each group representative reports the result of the discussion to the class.

Suggestions on Evaluation

1. Observe discussion.

2. Evaluation through students' note books.

POPULATION GROWTH IN THAILAND (LEARNER'S COPY)

Fact The population growth in Thailand is 3% per year. In 1963, Thailand had a population of 26,257,916, and 10 years later, in 1973, the population had increased to 34,157,000. It is predicted that in the year 2000 the Thai population will double up to 90 million.

Issue What are the effects of the present population growth for Thailand?

Good Results: _____

_____

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Bad Results: _____

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To solve the present situation, what should the people do? _____

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APPENDIX E

GUIDELINES FOR REFLECTION

The educational programs we design for villagers can be seen as means to promote the development of "khit pen" capabilities. Education is the vehicle which we hope will help villagers move ahead in their own cognitive, affective, psychomotor, and spiritual growth. In achieving this goal, some educational structures and approaches are probably more effective than others. Based on your understanding of "khit pen" and the exercises we have experienced here, please reflect on and answer the following questions.

I. Imagine that you have returned home after this workshop and you are talkin to a friend about your experiences. As if you are talking to your friend, describe briefly what happened, how you felt about it, and what you learned.

II. The following is a list of program components related to adult education. Considering once again the goal of "khit pen" and what you have experienced here, answer each of the following questions by listing you own ideas of important considerations and characteristics for developing each component.

Curriculum Design

Who should be involved in developing the curriculum?
How can a curriculum be responsive to community needs?

Learning Objectives

How should learning objectives be decided?

Content
How should content be decided?
What kind of content should be used?

Role of Learners
What are some behaviors you would like to see from the learners in a class?

Role of Instructor
What is the role of the instructor?
What are important characteristics of the relationship of the instructor and learner?
What behaviors would you like to see from the teacher in the class?

Motivation
What are some factors in the classroom situation (including materials, methods, instructor, etc.) which help motivate learners?

Materials
What kinds of materials should be used? Give examples.

Methods
What types of methods should be used?
What should the methods emphasize? (e.g., learning or teaching? learning by listening or learning by doing? etc.)

Evaluation
What is the purpose of evaluation?
What methods can be used?
What should be the criteria for evaluation?

APPENDIX F

LESSON: ELECTING A REPRESENTATIVE (MP) (pp. 63-67 present the text of an instructional booklet given to each student for the lesson.)

Advice on Use of This Text

Allow whoever uses this text to read and do as instructed on each page.

General Purpose/Objective

To enable the learners to see that it is necessary for all people who have the right to vote to use their right when there are elections.

Specific Objectives

1. To enable the learners to know how good MPs can bring benefits to the learners themselves.

2. To enable the learners to know they must carefully select the most appropriate person to be MP each time they vote.

3. To enable the learners to know that if everyone votes it will mean that the person elected really represents the majority of the people.

General Facts/Information

Thailand has a democratic system of government. That means the highest power/authority lies with the people. All the people--that is each of us--possess the highest power/authority that is used to govern this country. Another way this might be said is that a democratic system of government means government of the people, by the people, and for the people. But since there are many people in the country, most of whom are busy with their vocations/work and do not have time to exercise their democratic authority/power, and some of whom

do not have knowledge of governing and law-making, therefore it is necessary to have a way to elect good people to represent us in Parliament. These people are called representatives (MPs). They perform the duty of controlling the work of the government and making laws which govern the people.

We have elections for representatives in every province. The number of representatives from each province varies according to the size of the population. These people represent us in presenting ideas and opinions in the Parliament.

Real Situation/Conditions

Chang Mai province is a large one. It has a large population. Chang Mai elected seven representatives during the last national election which was held on February 26, 1975.

But owing to the fact that Mr. Tongdi Isarachiwin, one of the Chang Mai representatives, died from a heart attack, the government called for a special election to choose his successor on June 29, 1975. This election was specifically for the people in the City District, Mae Rim District, Sansaj District, Doi Saket District, Sankamphaeng District, and Sarapee District--a total of six districts. The total number of eligible voters was 259,135. Of these, a total of 99,234 actually voted--38.29% of those eligible. The result was that Mr. Insom Chaichaw Wongse of the Democratic Party won with a total of 32,418 votes.

Issues

In each election for representatives to Parliament, only a relatively few people make use of their right to vote.

What do you think about this fact?

1. What are the causes?

2. What do we and the country as a whole lose because only a few people vote?

Practice Exercises

1. Break into groups of about 6-8 people. Consider answers to the two questions (above). Use about 20 minutes.

2. When your group has considered these questions, write the points on which you agree.

3. Have a representative report on your considerations to the whole class. Each report should not exceed 3 minutes.

4. After each group has reported, help each other summarize the opinions of all the groups. Write this summary.

Points the Group Agrees On

Summarize the Views and Opinions of Each Group

Issues

In future elections, if we want more people to use their right to vote and choose the best people to represent them, what ways/methods should we try?

Practice/Exercise

1. Have the students brainstorm. Whoever thinks of something says it. No comments as to whether the idea is right or wrong should be given as

yet. Not should the ideas be discussed. One person writes the ideas on the board. List items continuously. Use about 10 minutes.

2. Once a sufficient list of ideas is presented, have everyone consider them one at a time.

3. The class should come to some summary agreement on the points.

4. Have everyone write the points agreed to.

Summarize the Points the Whole Class Agrees on

PLEASE CHECK (✓) THE ITEM YOU AGREE WITH

1. In an election there are five candidates, but you see weaknesses/faults in all. Some are major; some not so major. For example, some candidates are too old; some have little knowledge; some like to gamble; and some have never worked. On election day what will you do?

( ) a. Not vote at all because there are no good candidates.

( ) b. Cast a blank vote so that no one else can use your vote.

( ) c. Vote for the one you know personally.

( ) d. Choose the one who has the fewest faults.

( ) e. Choose the one whom your friends recommend.

2. In choosing a representative which of the following considerations should you not take into account?

( ) a. . . . advertising posters and handouts.

( ) b. . . . ask your friends' opinion.

( ) c. . . . rely on the newspapers and the campaign speeches of all candidates.

( ) d. . . . choose on the basis of party affiliation (i.e., according to the party you particularly like).

( ) e. . . . choose on the basis of the decision of one group holding the election.

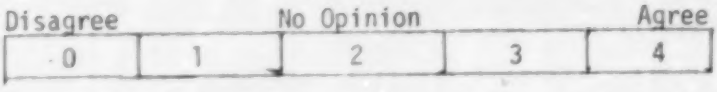
( ) f. . . . choose on the basis of the way one candidate looks.

3. You learn that a representative has been able to get a child into an educational institution without the child having had to take an examination/or compete. (He used his position, status.) Do you think this representative is good or not? Why? Give reasons for your answers.

COLLECTED OPINIONS OF THE STUDENTS ABOUT THIS LESSON

The teachers who prepared this lesson want to know your ideas about it. How useful and suitable was it? Please express your ideas and opinions on the following items.

If you do not agree at all, give "zero." If you agree somewhat, give "one." If you don't want to give an opinion, give "two." If you agree it is true, or agree with most of it, give "three." If you fully agree, give "four."



a. This lesson enables you to understand well according to the objectives. (2.8)

b. The learners used their own thinking all the time. (2.6)

c. Makes the learners and teachers feel closer (more relaxed) than other lessons used. (2.1)

d. Enables you to learn the views of your fellow students quite a bit. (3.25)

e. Too much time wasted debating, not useful. (1.05)

f. The materials in this lesson helped you to understand about this matter better. (3.5)

g. Feel that electing MPs is important and cannot be neglected. (2.64)

h. This lesson helps develop a better knowledge and understanding about electing an MP. (3.05)

i. This lesson is very suitable for adult learners. (3.05)

j. This lesson is useless because the teacher doesn't teach. (0.86)

k. Want the lesson to be improved. (2.78)

l. The facts/information in this lesson help us to consider the questions better. (3.1)

m. The questions in the text are useful in checking the understanding of the learners. (2.7)

n. This text gives up-to-date information. (3.75)